corestrengths ®
Results through Relationships

FACILITATOR MANUAL
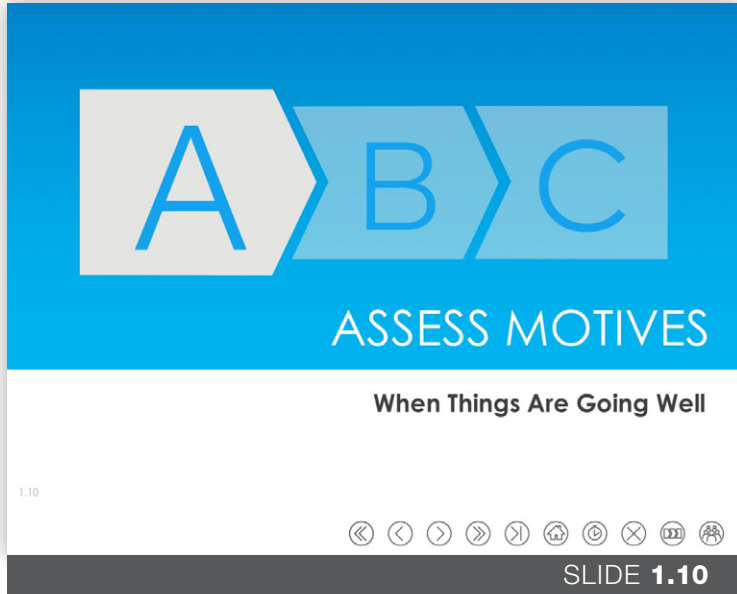## Virtual Certification Homework

Tim Scudder, PhD

_____
NAME

_____
MY MASTER FACILITATOR

_____
MASTER FACILITATOR'S CONTACT INFORMATION

A B C

ASSESS MOTIVES

When Things Are Going Well

1.10

SLIDE **1.10**

ⓘ Section Overview

In this section, you should focus on:

- Differentiating motives and strengths.
- Emphasizing the importance of assessing motives.
- Explaining the Motivational Value System (MVS).
- Ensuring that learners understand the going-well portion of their SDI results.
- Establishing a common language using the SDI colors.
- Differentiating between opposition and conflict.
- Ensuring that learners are applying their insights to their situations.

✏ Notes

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STATEMENT:

**Let's get started with A—Assess Motives when things are going well.**

STATEMENT:

As we relate to others, we tend to focus on what's on the surface—on the behavior, what they do. We see their behavior and we form judgments.

Advance Animation #1

But to really understand another person, we need to know what they're trying to do and what they want in their relationships. We need to understand what's beneath the surface and what anchors their strengths.

There is a lot of training in the marketplace that solely focuses on behavior, but unless you understand the motives and reasons that anchor that behavior, you're not going to get the full picture. Today, we're going to provide that deeper level of understanding.

Strengths

28

To understand strengths…

1.11

SLIDE **1.11** (+1 click)
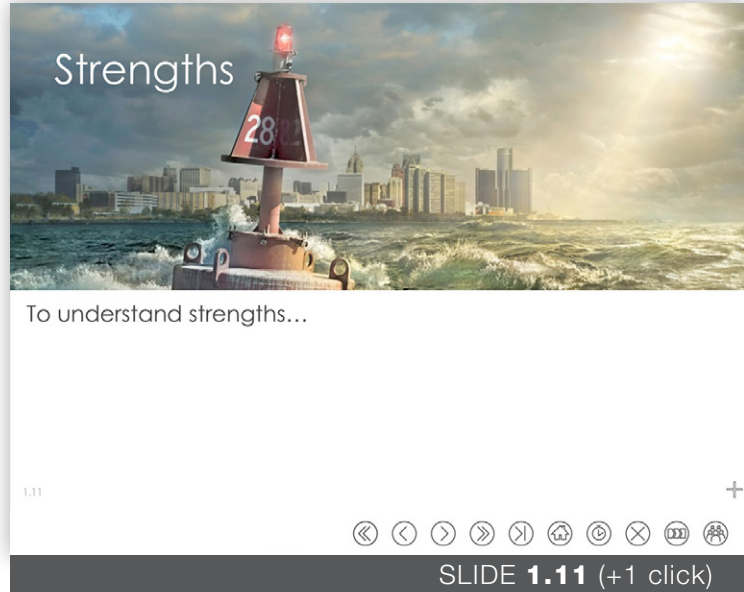
(i) Anchor & Buoy Metaphor

Later in the course, you will recall this model. You will be able to relate the buoy to the Strengths Portrait and the anchor to the MVS portion of the SDI.

The same image will appear in Section 3, but with more detail.

Strengths & Motives

28

To understand strengths…

…we need to know the motives that anchor them.

ANIMATION CLICK **1**

(graduation cap) Personality Theory

The anchor is like personality, which is stable across time and situations. The buoy is like behavior, which is influenced by the environment. However, people have choice about their behavior, unlike the buoy, which only responds to the environment.

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Results through Relationships

SLIDE **1.12** (+3 clicks)

Key Points

The SDI 2.0 gives assessment results for motives in two conditions. The Motivational Value System (MVS) for when things are going well, and the Conflict Sequence (CS) for when things are in conflict.

The two conditions should feel familiar to learners because it was described when they completed the SDI as pre-work. They responded to 30 items for condition 1 (10 statements x 3 endings) and 30 different items for condition 2.

ANIMATION CLICK **1**

STATEMENT:

We're going to look at three core motives. And they're color coded to make them easy to remember. Blue, Red, and Green.

Advance Animation #1

These motives operate under two conditions: When things are going well…

Advance Animation #2

…and when things are going wrong—and we're experiencing conflict.

That reflects reality doesn't it? Sometimes we're getting things done, achieving our goals, and feeling good about ourselves. Other times, it seems like nothing is going right and we're under attack. We'll unpack both conditions this morning.

Advance Animation #3

But we're going to start with Condition 1—when things are going well.

ANIMATION CLICK **2**

ANIMATION CLICK **3**

Notes

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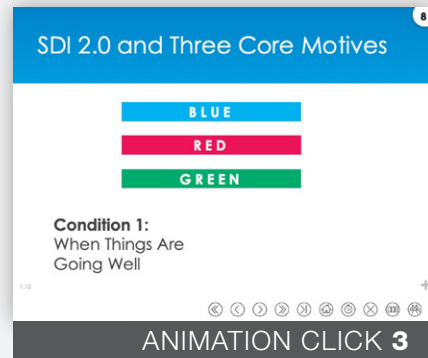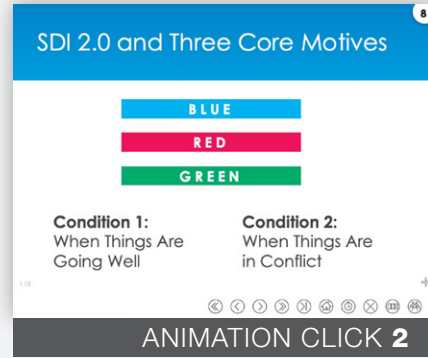
Condition 1: Going Well

Everyone has a **blend** of three motives:

1.13

SLIDE **1.13** (+3 clicks)

Relationship Context

The underlying psychology that guides this course goes into much more depth about the three motives. It describes how these motives operate in the context of our relationships. See the SDI 2.0 Methodology and Meaning appendix for details.

Learner Guide: Page 8

On the three animation clicks, learners should write:

1. help others
2. achieve results
3. establish order

Condition 1: Going Well

Everyone has a **blend** of three motives:

PEOPLE
A drive to help others

1.13

ANIMATION CLICK **1**

STATEMENT:

Condition 1 is when things are going well.

Everyone has a blend of three motives that work together. We use "P" words to describe what the colors represent:

Advance Animation #1

Blue = People

A drive to help others and build relationships.

Advance Animation #2

Red = Performance

A drive to achieve results and get things done.

Advance Animation #3

Green = Process

A drive to establish order and make logical sense of things.

Condition 1: Going Well

Everyone has a **blend** of three motives:

PEOPLE
A drive to help others
PERFORMANCE
A drive to achieve results

ANIMATION CLICK 2

Condition 1: Going Well

Everyone has a **blend** of three motives:

PEOPLE
A drive to help others
PERFORMANCE
A drive to achieve results
PROCESS
A drive to establish order

ANIMATION CLICK 3

Notes

corestrengths
Results through Relationships
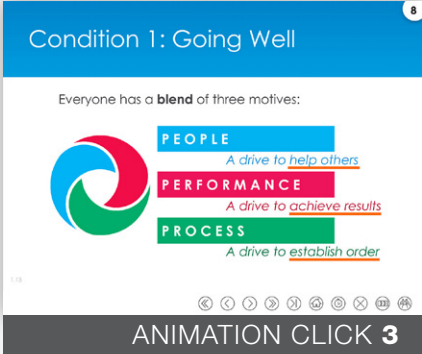
SDI 2.0:
Assess Motives

The SDI 2.0 creates a picture of your core motives.

SDI 2.0 Triangle

STATEMENT:

This short animated video will explain how your responses to the SDI are turned into a picture—a dot on the SDI Triangle that represents your blend of three motives when things are going well.

Key Points of Animated Video

- Strengths are connected to, and driven by, core motives.
- We can choose our strengths in situations.
- The three core motives are concerns for people, performance, and process.
- SDI is based on a whole-life perspective.
- The Motivational Value System (MVS) is shown as a dot on the SDI Triangle.
- The MVS shows how a person prioritizes, values, and blends all three core motives.
- There are 7 distinct MVS types.

Play the Video (2:30)

Learner Guide: Page 9

STATEMENT:

After watching the video, where do you think your dot will be on the SDI Triangle?

It might be helpful to see everyone's dot on one SDI Triangle.

Use the Presenter to show Group Results now.

And here are everyone's MVS dots on the same triangle. What do you notice? What do you think that says about our group?

Would you like to see who each of these dots belong to?

Use the Presenter to show the names.

Now you can see your own MVS dot as it relates to others. Who are you closest to? Furthest from? What else do you see?

Where will your MVS dots be?

Share your predictions with your group.

SDI 2.0 Triangle

1.15

SLIDE **1.15**

CSP **Class MVS Dots**

Use the CSP to display the group's MVS dots, but do not reveal the names at first. This may create some suspense or curiosity.

Show Conflict Sequences

GROUP TRIANGLE

Learner Guide: Page 10

0:03
0:57

SLIDE **1.16** (+1 click)

SDI 2.0 Validity

In addition to having strong empirical validity, the SDI has excellent face validity. This means that most people will strongly agree with their MVS results. You can expect very little, if any, push-back or resistance. SDI results tend to resonate, or ring-true, with most people. See the SDI 2.0 Methodology and Meaning appendix for details.

ANIMATION CLICK **1**

Learner Guide: Page 11

Platform Feature

Learners can also read their results at CoreStrengths.com.

STATEMENT:

Your scores create your MVS dot, which is in one of 7 MVS regions.

Advance Animation #1

Take a moment and read the description of your MVS—as highlighted in the orange boxes on the screen.

There's a lot more information about your MVS, and I'll point out some of that shortly, but what's your first impression? What do you think about what you've read so far?

0:01
0:58

SLIDE **1.17**

STATEMENT:

Each dot represents a person. Dots fall in one of seven regions on the SDI Triangle. But some dots may be close to borders.

Advance Animation #1

We define close as within 6 points. If your dot is close to a border, you could probably gain additional insight by reading some of the information about the neighboring region.

PEOPLE

MVS Dots

PERFORMANCE

PROCESS

- Are in one of seven regions
- May be close to borders (within 6 points)

1.17

SLIDE **1.17** (+1 click)

SDI Reliability

The test-retest reliability of the MVS portion of the SDI is +/- 6 points. The term error-of-measurement is sometimes used to describe test-retest reliability, because we want to know how close we are to the "true" score.

Over time, people who complete the SDI on multiple occasions typically find that their MVS dots can be enclosed in a circle with radius of 6 points.

In the classroom, we apply this knowledge by encouraging people whose dots are close to borders to also consider the descriptions on the other sides of the borders. Most people tend to most strongly identify with the description that corresponds to where their dot is charted, and find that some statements from the neighboring regions are also relevant.

PEOPLE

MVS Dots

PERFORMANCE

PROCESS

- Are in one of seven regions
- May be close to borders (within 6 points)
- If close to borders, parts of both MVS descriptions may apply

ANIMATION CLICK **1**

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Results through Relationships

12

More About Your MVS

Review your **MVS at a Glance.**

Red: Your MVS at a Glance

(pages 13-19)

1.18

SLIDE **1.18** (+1 click)

Learner Guide: Pages 12–19

MVS at a Glance page numbers in Learner Guide:

Blue	13
Red	14
Green	15
Red-Blue	16
Red-Green	17
Blue-Green	18
Hub	19

You may also wish to point out page 22 (Motives Overview) and pages 24–25 in the Learner Guide—the MVS in Action pages. These pages show all 7 MVSs in tables for ease of comparison.

STATEMENT:

Your Learner Guide has seven MVS at a Glance pages. Each one has three checklists that you can use to reflect on your results. If your MVS dot is close to a border - and you have one of those paragraphs about the impact of neighboring regions - you can use more than one MVS at a Glance page. You'll probably find some things that are true for you on both sides of the border.

The MVS at a Glance pages start at 13, with Blue and go through 19 for the Hub.

STATEMENT:

Advance Animation #1

As you read your page, mark all the items in each list that resonate for you.

Allow time for reading and reflection then ask:

How does it fit you?

Give me an example of one statement that really spoke to you?

How are you feeling about your MVS result?

Timer (5:00)

Time for learners to read, reflect, and mark the items on their MVS at a Glance pages.

More About Your Motives

Review your **Motives at a Glance.**
Mark all that apply:
- What You Do
- Feelings and Ideals
- Conflict Triggers

Red: Performance

(pages 13-19)

ANIMATION CLICK **1**

Platform Feature

Learners can also access these checklists if they log in at CoreStrengths.com.

Notes

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WHEN THINGS ARE GOING WELL

Video

Watch how MVS influences:
- What drives people
- How they work together

SLIDE **1.19**

ⓘ Notes Regarding Video

This video introduces Victoria (Red MVS), Mark (Green MVS), and Amy (Blue MVS). Learners will pick up bits of this story throughout the program. Most notably, Victoria focuses on her working relationship with Mark on her action plan. This relationship will also be featured in:

- Opposition vs. Conflict (reading later in this section)

- How I See It example (activity in Section 3)

- Strengths Management example (activity in Section 4)

- Communication (e-mail activity in Section 5)

▶ Play the Video (4:14)

✏ Notes

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STATEMENT:

The example SDI results I showed earlier are for a character in this video, Victoria. We're going to pick up bits of her story throughout the day— and we'll see how she uses her Results Action Planner to get results through relationships.

As you watch this, look for the way MVS influences what drives people and how they work together.

0:02
1:11
SLIDE **1.20**

Video Recap

How does MVS influence:
- How people work together?
- The results they get?

1.20

SLIDE **1.20**

QUESTIONS:

What were some of the key points of the video?

How does MVS influence how people work together?

How does MVS influence the results people get?

STATEMENT:

Victoria developed her Relationship Intelligence. She was able to recast the past with her team. She learned more about what drives them and what they value. Greater clarity and understanding of her colleagues enabled her to master the moment and co-create a better future with them.

Key Points of Video

- A Motivational Value System (MVS) is a blend of motives when things are going well.

- Blue is about people; Red is about performance; Green is about process.

- Understanding people's MVS improves communication and effectiveness.

- The MVS drives our use of strengths.

- Strengths can be effective—or be overdone and become ineffective.

- Incorrect assumptions can diminish the effectiveness of relationships.

- To be most effective, we can choose strengths with awareness of people's MVS and the desired goal in mind.

Notes

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Results through Relationships

Activity: Assessing MVS

20

1. Share **positive feedback** you've received from others.
2. Describe when you are **most engaged** at work.
3. What **triggers conflict** for you?

MVS Group

1. Positive feedback...

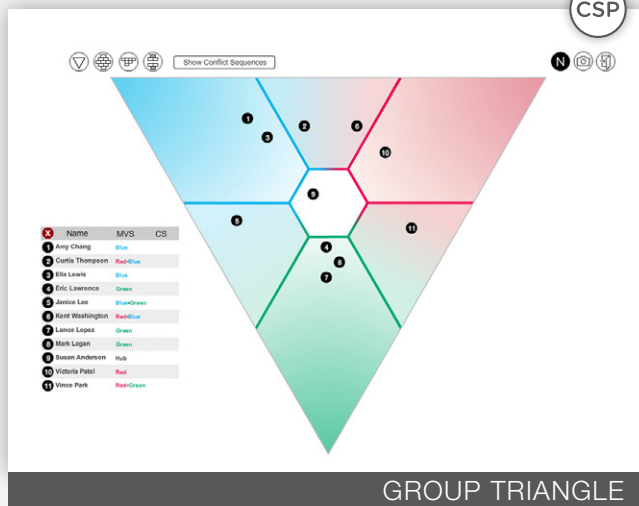2. Most engaged...

3. Conflict triggers...

1.21

SLIDE **1.21**

CSP **MVS Dots**

In the next activity you will be organizing the class into MVS groups and directing them to relocate accordingly. Sort by the MVS column to show how the groups will form.

	Name	MVS	CS
1	Amy Chang	Blue	
2	Curtis Thompson	Red+Blue	
3	Ella Lewis	Blue	
4	Eric Lawrence	Green	
5	Janice Lee	Blue+Green	
6	Kent Washington	Red+Blue	
7	Lance Lopez	Green	
8	Mark Logan	Green	
9	Susan Anderson	Hub	
10	Victoria Patel	Red	
11	Vince Park	Red+Green	

GROUP TRIANGLE

Learner Guide: Pages 20–21

Have learners answer the questions on page 20 of their Learner Guides and record their responses in the appropriate column.

STATEMENT:

I'm now going to ask you to organize into groups based on your MVS. In your MVS groups, you'll be responding to some statements.

Read the statements on the slide.

Share some positive feedback you've received from others. In other words, when you are interacting productively with others, your relationships are working, what do people tell you? What kind of feedback did you receive?

Describe when you are most engaged at work. What gets you really fired up at work in a positive way? What energizes you?

What triggers conflict for you? In other words, what things do other people do that get in the way of productive interactions?

I'm going to bring up the group SDI Triangle again. That will show us about how many people should be in each of the seven MVS groups.

Note: After groups have formed, exit the triangle to display this slide again so learners can see the instructions.

STATEMENT:

Now that you've had time to work with your MVS group, let's go around the triangle and hear how each MVS group responds to the same statements. We're going to cover the three solid colors first, then the two-color blends, and we'll conclude with the Hub group in the center.

FACILITATED DISCUSSION:

Announce each MVS group as you reveal the group's slide and invite that group's spokesperson to share the group's responses.

⊕ **MVS Flip-Charts (+10–30 min)**

Instead of asking groups to work directly in their Learner Guides, suggest that they create flip-charts of their responses to the prompts on the MVS Activity slide.

During presentations, still encourage note-taking in the Learner Guide, but encourage each group to report on all four prompts on the flip-chart. The charts can be hung in the room as a reference.

Timer (9:00)

Use the "Timer" button to time the activity and keep the learners moving at a steady pace.

ⓘ **Activity Set-up**

It is important that you have the group locations in the room mimic the orientation of the SDI Triangle as closely as possible. It is useful to imagine the SDI Triangle as carpet on the floor (pulled from the screen and laid flat).

It is perfectly fine to have groups of one if only one learner's dot falls within an MVS type.

Direct each group to elect a spokesperson.

ⓘ **Activity Advice**

■ It is likely that some classes will not have people in all seven MVS groups.

■ You can fill in the information for missing groups by reading the examples as you work your way around the SDI Triangle.

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Results through Relationships

Diversity Within Groups

Keep in mind that the distribution of MVS dots within the seven MVS groups may produce atypical responses. For example, a group of Red-Blues whose dots are all on the Red side of the Red-Blue region may present strongly Red answers; on the other hand, they may present strongly Blue answers if they are all on the Blue side of the Red-Blue region.

The variance within any MVS group means that any group could be comprised of unique mixes, and from such diversity answers may carry those shades of meaning as well. This notion can be instructive as you break down the answers according to where individual dots fall.

Rationale for Questions

Positive Feedback: this supports the MVS because positive feedback tends to build self-worth and it shows how people like to be recognized for producing results in their working relationships. Positive feedback links to conditions when things are going well; it's how we know that we have done well.

Most Engaged: this ties to the MVS because it describes the conditions in which people most naturally and freely act on their motives. Engaging conditions are about the present and future. We engage our motives today with the expectation that we will create a future desirable result.

Conflict Triggers: this ties to the MVS because conflict triggers can go against our values or restrict us from acting on our motives. While there is a whole section on conflict, the question of triggers explores what causes us to leave the "well-state" and move into the "conflict-state."

Read the Blue MVS description from the slide. Ask the group whether this description fits them.

Blue MVS

- Desire to **help others** who can genuinely benefit.

- Motivated by the protection, welfare, and **growth of others.**

PEOPLE

PERFORMANCE

PROCESS

1.22

SLIDE **1.22**

Learner Guide: Page 20

Learners in other MVS groups can take notes during the Blue group's presentation.

Notes

corestrengths
Results through Relationships

Blue MVS

20

- Positive feedback...

- Most engaged...

- Conflict triggers...

PEOPLE

PERFORMANCE

PROCESS

1.23

SLIDE **1.23**

ⓘ Additional Content

Refer to the following pages in the Learner Guide:

- ■ Blue Motives at a Glance (page 13)
- ■ Motives Overview (page 22)
- ■ Motives in Action (pages 24–25)

✏ Notes

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FACILITATED DISCUSSION:

Examples of BLUE MVS Responses:

Positive Feedback…

I couldn't have done it without your help.

Your support made my life easier.

Most Engaged…

When there is an open, friendly, and trusting culture.

When I am helping someone.

Conflict Triggers...

When people are taken advantage of—or disregarded.

People are rude or mean.

Read the Red MVS description from the slide. Ask the group whether this description fits them.

SLIDE **1.24**

Learner Guide: Page 20

Learners in other MVS groups can take notes during the Red group's presentation.

Notes

20

Red MVS

- Positive feedback...

- Most engaged...

- Conflict triggers...

PEOPLE
PERFORMANCE
PROCESS

1.25

SLIDE **1.25**

Additional Content

Refer to the following pages in the Learner Guide:

- Red Motives at a Glance (page 14)
- Motives Overview (page 22)
- Motives in Action (pages 24–25)

Notes

FACILITATED DISCUSSION:

Examples of RED MVS Responses:

Positive Feedback...

You have achieved the best possible results for this company and for our customers.

You have set a new standard that others will have to measure up to.

Most Engaged...

When there is a big opportunity.

When there is a competition or challenge to be met.

Conflict Triggers...

Stuff is not getting done.

Other people do not have an appropriate sense of urgency or priority.

0:01
1:30

SLIDE **1.26**

Read the Green MVS description from the slide. Ask the group whether this description fits them.

Green MVS

20

- Motivated by meaningful order and **thinking things through**.

- Desire to pursue independent interests, to be **practical and fair**.

PEOPLE
PERFORMANCE
PROCESS

1.26

SLIDE **1.26**

📋 **Learner Guide: Page 20**

Learners in other MVS groups can take notes during the Green group's presentation.

✏️ **Notes**

36 corestrengths
Results through Relationships

20

Green MVS

- Positive feedback...
- Most engaged...
- Conflict triggers...

PEOPLE
PERFORMANCE
PROCESS

1.27

Additional Content

Refer to the following pages in the Learner Guide:

- Green Motives at a Glance (page 15)
- Motives Overview (page 22)
- Motives in Action (pages 24–25)

Notes

FACILITATED DISCUSSION:

Examples of GREEN MVS Responses:

Positive Feedback…

Your analysis and recommendations significantly improved the system.

Your research saved us from making a serious mistake.

Most Engaged…

Adequate time and resources available.

Realistic goals and ability to work independently.

Conflict Triggers...

Being forced to rush or give rough estimates that people will rely on.

Being told to do something that is illogical or doesn't make sense.

0:01
1:33

SLIDE **1.28**

Read the Red-Blue MVS description from the slide. Ask the group whether this description fits them.

Red-Blue MVS

21

- Motivated by the **maximum growth and development of others**.

- Desire to direct, persuade, or **lead others for the benefit of others**.

PEOPLE
PERFORMANCE
PROCESS

1.28

SLIDE **1.28**

Learner Guide: Page 21

Learners in other MVS groups can take notes during the Red-Blue group's presentation.

Notes

corestrengths
Results through Relationships

Red-Blue MVS

21

- Positive feedback...
- Most engaged...
- Conflict Triggers...

PEOPLE
PERFORMANCE
PROCESS

1.29

SLIDE **1.29**

Additional Content

Refer to the following pages in the Learner Guide:
- Red-Blue Motives at a Glance (page 16)
- Motives Overview (page 22)
- Motives in Action (pages 24–25)

Notes

FACILITATED DISCUSSION:

Examples of RED-BLUE MVS Responses:

Positive Feedback…

You always know exactly what I need.

It's great to see how well people work together under your direction.

Most Engaged…

When we can coach or mentor other people.

Working with great people to accomplish great things.

Conflict Triggers…

When people are negative or demeaning toward others.

Too much data—or analysis paralysis.

0:01
1:36
SLIDE **1.30**

Read the Red-Green MVS description from the slide. Ask the group whether this description fits them.

Red-Green MVS

- Motivated by intelligent assertiveness and **fairness in competition**.

- Desire to develop strategy and **assess risks and opportunities**.

PEOPLE
PERFORMANCE
PROCESS

1.30

SLIDE **1.30**

Learner Guide: Page 21

Learners in other MVS groups can take notes during the Red-Green group's presentation.

Notes

corestrengths
Results through Relationships

Red-Green MVS

21

- Positive feedback...
- Most engaged...
- Conflict triggers...

PEOPLE
PERFORMANCE
PROCESS

1.31

SLIDE **1.31**

Additional Content

Refer to the following pages in the Learner Guide:
- Red-Green Motives at a Glance (page 17)
- Motives Overview (page 22)
- Motives in Action (pages 24–25)

Notes

FACILITATED DISCUSSION:

Examples of RED-GREEN MVS Responses:

Positive Feedback…

Your analytical work and sheer force of will made the difference between success and failure.

You saw the opportunity in a complex and risky situation and turned it to our advantage.

Most Engaged…

When there is something complex and urgent.

When I am developing or contributing toward strategy and tactics.

Conflict Triggers...

Thinking without acting—or acting without thinking.

Inefficient or overly emotional situations.

0:01
1:39

SLIDE **1.32**

Read the Blue-Green MVS description from the slide. Ask the group whether this description fits them.

21

Blue-Green MVS

- Motivated by **developing self-sufficiency** in others and self.

- Desire to **analyze the needs of others** and to help them help themselves.

PEOPLE
PERFORMANCE
PROCESS

1.32

SLIDE **1.32**

Learner Guide: Page 21

Learners in other MVS groups can take notes during the Blue-Green group's presentation.

Notes

corestrengths
Results through Relationships

Blue-Green MVS

21

▪ Positive feedback...

▪ Most engaged...

▪ Conflict triggers...

PEOPLE

PERFORMANCE

PROCESS

1.33

SLIDE **1.33**

(i) Additional Content

Refer to the following pages in the Learner Guide:

■ Blue-Green Motives at a Glance (page 18)

■ Motives Overview (page 22)

■ Motives in Action (pages 24–25)

(✏) Notes

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FACILITATED DISCUSSION:

Examples of BLUE-GREEN MVS Responses:

Positive Feedback…

You gave me just enough help and just enough space that I was able to finish this work myself.

Your calm, careful approach helped to restore harmony on the team.

Most Engaged…

When I can help someone learn something so they can do it themselves.

When I can provide guidance or counsel to help people solve problems.

Conflict Triggers...

When people don't seem to think about how what they do affects others.
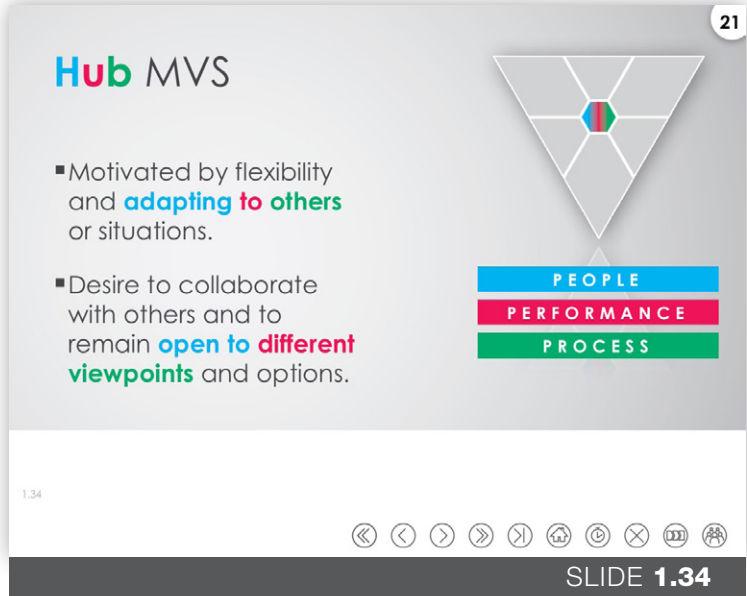
Any sort of injustice or bullying.

Read the Hub MVS description from the slide. Ask the group whether this description fits them.

Hub MVS

- Motivated by flexibility and **adapting to others** or situations.

- Desire to collaborate with others and to remain **open to different viewpoints** and options.

PEOPLE
PERFORMANCE
PROCESS

1.34

SLIDE **1.34**

Learner Guide: Page 21

Learners in other MVS groups can take notes during the Hub group's presentation.

Notes

Hub MVS

21

- Positive feedback...

- Most engaged...

- Conflict triggers...

PEOPLE
PERFORMANCE
PROCESS

1.35

SLIDE **1.35**

ⓘ Additional Content

Refer to the following pages in the Learner Guide:

- ■ Hub Motives at a Glance (page 19)
- ■ Motives Overview (page 22)
- ■ Motives in Action (pages 24–25)

✎ Notes

Examples of HUB MVS Responses:

Positive Feedback…

We know we can count on you to do whatever is needed for the team.

The recent decision you made will give us a lot more flexibility in the future.

Most Engaged…

When we have the freedom to read the situation and the authority to adapt accordingly.

When all the right people are included and the team is at its best.

Conflict Triggers...

When our flexibility is restricted.

Closed-mindedness and people who won't consider alternatives.

SLIDE **1.39** (+2 clicks)

STATEMENT:

Opposition is about disagreement. Objective disagreement can be good because that's when new ideas emerge and innovation happens.

Have you ever been on a team where nobody disagrees? Everyone just goes along. What kind of results did those relationships produce?

Conflict is when opposition gets personal. It's more emotional than opposition, which tends to be fact-based.

Advance Animation #1

Is it safe for the people on your team to respectfully oppose you—or do they avoid issues for fear of conflict?

You want to prevent conflict—because if you don't it can damage relationships.

Advance Animation #2

We want to encourage opposition—it improves collaboration. And when we do find ourselves in conflict we need tools to resolve it, which can also improve relationships.

Learner Guide: Page 26

Learners should write "objective" and "personal" in the blanks to complete the ideas in the table.

ANIMATION CLICK **1**

ANIMATION CLICK **2**

corestrengths
Results through Relationships
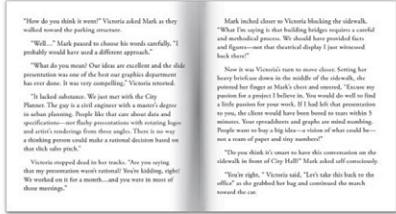
SLIDE **1.40** (+2 clicks)

Learner Guide: Page 27

Learners will write in the guide, per instructions on the slide—circle the opposition and underline the conflict.

(CSP) Timer (4:00)

Set the timer to pace the discussion.

Notes

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STATEMENT:

Direct learners to work in teams to identify the elements of opposition and signs of conflict. Set the timer so they can pace their work.

Advance Animation #1

Facilitate a discussion about the elements of opposition in the story.

Advance Animation #2

Facilitate a discussion about the signs of conflict in the story.

Opposition or Conflict

Learners may not all agree on what the elements of opposition are—and what the signs of conflict are. The fact that people interpret the situation differently supports the need to assess people's motives before communicating.

Some of the elements of opposition in the story are:

■ Style of presentation

■ How much data should be included

■ Where the conversation should be held

Some of the signs of conflict are:

■ Accusation—not rational

■ Accusation—no passion for work

ANIMATION CLICK **1**

ANIMATION CLICK **2**

26

Engage Opposition, Prevent Conflict

- Opposition doesn't have to turn into conflict.

1.41   +

SLIDE **1.41** (+2 clicks)

Key Point

When people begin to deal with opposition from their MVS, and do not feel threatened by objective disagreement, teams can work together much more effectively. They are also likely to be more innovative, because opposing ideas can get people to think differently and come up with better, novel solutions to business problems.

Learner Guide: Page 26

Notes

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STATEMENT:

Did you notice that we didn't all agree on what was opposition and conflict in the story? What looks like opposition to one person may look like conflict to another.

Remember, we want to engage opposition because that's where good ideas come from, innovation happens, and problems are solved. Opposition is good.

Advance Animation #1

Here's a good question to ask yourself if you're a manager: "Is it safe for members of your team to respectfully disagree with you—to oppose you?" If not, is that the way you want it?
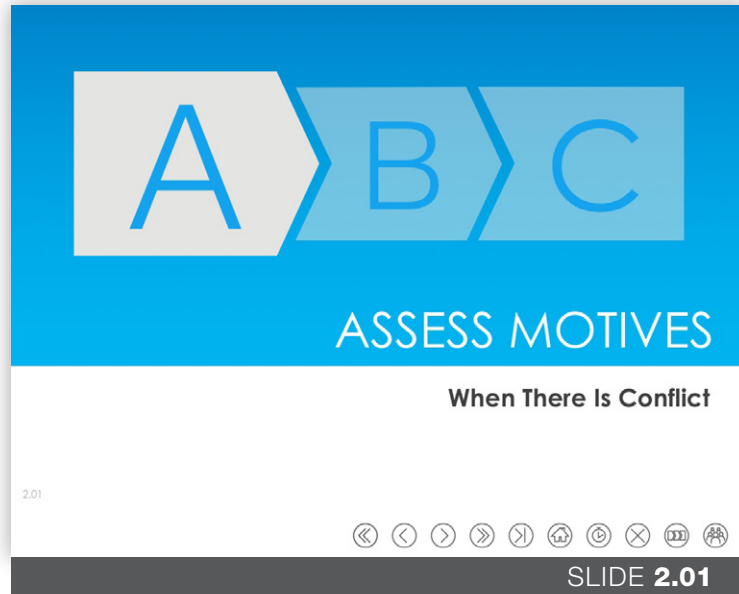
Advance Animation #2

It's also important to know that most conflict begins with opposition—and when it starts to feel personal, it can trigger conflict in you and others.

Engage Opposition, Prevent Conflict `26`

- Opposition doesn't have to turn into conflict.
- Every conflict has some opposition in it.

ANIMATION CLICK 1

Engage Opposition, Prevent Conflict `26`

- Opposition doesn't have to turn into conflict.
- Every conflict has some opposition in it.
- To prevent conflict, be aware of what triggers conflict in yourself and others.

ANIMATION CLICK 2

Notes

A B C

ASSESS MOTIVES

When There Is Conflict

2.01

SLIDE **2.01**

Section Overview

In this section, you should focus on:

- Introducing and explaining the concept of a Conflict Sequence.
- The way motives are different in conflict
  - Blue for Accommodate
  - Red for Assert
  - Green for Analyze
- The importance of dealing with conflict in Stage 1 when Self, Problem, and Others are all in focus.
- Ensuring that learners understand the conflict portion of their SDI results.
- Establishing a common language using the SDI colors.
- Ensuring that learners are applying their insights to their situations.

Motives in Conflict

One of the primary differentiators between SDI and other learning tools is that it accounts for the fact that people's motives change in conflict.

Since breakdowns in productivity often have elements of conflict influencing them, traditional strengths-based methodologies fall short in providing a skills-based approach for getting out of conflict and back into productive behaviors.

STATEMENT:

We're still in the A of our ABC model. But, now we are talking about how to assess motives when there is conflict.

STATEMENT:

Conflict changes the game. And if the game changes we need to learn how to play, or we all lose.

Consider telling a personal story, sharing something from current events, or sharing a business example.

Conflict changes the game...

2.02

SLIDE **2.02**

Conflict Changes The Game...

There is no page in the learner guide to support this slide. However, this image is taken from the video that will be shown later in this section.

Notes

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Motives in Two Conditions

Condition 1:
When Things Are Going Well

Condition 2:
When There Is Conflict

PEOPLE

PERFORMANCE

PROCESS

All three motives _blend_

Motives work in _sequence_

2.03

SLIDE **2.03** (+3 clicks)

Learner Guide: Page 30

As the slide builds, learners should write the following words in their Learner Guides:

1. Accommodate
2. Assert
3. Analyze

Motives in Two Conditions

Condition 1:
When Things Are Going Well

Condition 2:
When There Is Conflict

PEOPLE | ACCOMMODATE

PERFORMANCE

PROCESS

All three motives _blend_

Motives work in _sequence_

2.03

ANIMATION CLICK **1**

Motives in Two Conditions

Condition 1:
When Things Are Going Well

Condition 2:
When There Is Conflict

PEOPLE | ACCOMMODATE

PERFORMANCE | ASSERT

PROCESS

All three motives _blend_

Motives work in _sequence_

2.03

ANIMATION CLICK **2**

STATEMENT:

Earlier, we established that we experience life—and motives—under two conditions: When things are going well and when there is conflict. Our motives change during conflict. They are qualitatively different.

In Condition 1, we have People, Performance, and Process represented by Blue, Red, and Green colors. In Condition 2 (Conflict), we still have Blue, Red, and Green, but the colors mean something different, and they feel different to us.

Advance Animation #1

Specifically, Blue represents Accommodate—a drive to smooth things over and restore harmony.

Advance Animation #2

Red represents Assert—a drive to confront issues and take quick action.

Advance Animation #3

And Green represents Analyze—a drive to understand and make logical sense of things.

Motives in Two Conditions

30

Condition 1: When Things Are Going Well	Condition 2: When There Is Conflict
PEOPLE	ACCOMMODATE
PERFORMANCE	ASSERT
PROCESS	ANALYZE
All three motives blend	Motives work in sequence

ANIMATION CLICK **3**

Notes

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SDI 2.0: Assess Motives in Conflict

The SDI 2.0 creates a picture of your changing motives in conflict.

2.04

SLIDE **2.04**

Play the Conflict Animation (2:30)

Learner Guide: Page 31

Key Points

- SDI shows your core under two conditions—going well and conflict.
- Conflict triggers go against values or restrict motives.
- We shift out of our MVS and into Stage 1 when conflict starts.
- We may need to shift into Stages 2 or 3 sometimes, but not every time.
- The three motives in conflict are color-coded:
    - Blue for Accommodate
    - Red for Assert
    - Green for Analyze
- The location of the arrowhead represents the Conflict Sequence.
- Knowing MVS and CS helps you make connections to effectively resolve conflict.

STATEMENT:

For most people, the idea of a Conflict Sequence is new. When I first learned about it, it was like a light went on.

Suddenly, I could see what was going on in conflict.

Your MVS is a dot on the triangle, and your Conflict Sequence will be an arrowhead. The line connects them so we can see that together they represent one person. A dot could be anywhere on the triangle, and an arrowhead could be anywhere on the triangle; they could be close together or far apart.

Listen carefully, because I think this video will help you understand your Conflict Sequence results, which I'll share with you in just a moment.

0:01
2:33

SLIDE **2.05**

STATEMENT:

Let's take a closer look at this idea of a Conflict Sequence and the three stages that are in it. But keep in mind that you don't go through all three stages every time there is a conflict. If you resolve it in the first stage, you don't even need to go to Stage 2.

Advance Animation #1

Stage 1 is where we resolve most of our conflicts. We are focused on ourselves, the problem at hand, and the other people who are involved. We're going to focus most of our time on understanding Stage 1. But we're also going to take a look at Stages 2 and 3.

Advance Animation #2

You may have experienced some conflicts where you think or say something like "forget you." That's when the other person has dropped out of your focus—and you focus on your

SLIDE **2.05** (+4 clicks)

Learner Guide: Page 31

As the slide builds, learners should write the following words in their Learner Guides:

1. Self, Problem, Others
2. Self, Problem
3. Self

ANIMATION CLICK **1**

ANIMATION CLICK **2**

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Results through Relationships

ANIMATION CLICK 3

ANIMATION CLICK 4

Notes

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view of the problem. I bet many of you feel and act differently after the "forget you" threshold has been crossed.

Advance Animation #3

Stage 3, which is quite rare for most people, is the deepest, and most uncomfortable. Even the problem can drop out of focus and we concentrate our energy and attention on ourselves. We may want to escape, or fight, or something else, but it's our last ditch effort.

Advance Animation #4

We are going to focus our attention on Stage 1 conflict today. Stage 1 is your first, and best, opportunity to resolve conflict with other people... before they get into Stage 2 and you go out of focus for them. If we resolve conflict in Stage 1, we don't have to experience Stage 2 or Stage 3.

0:03
2:36

SLIDE **2.06**

STATEMENT:

The Conflict Sequence portion of your SDI results shows how your motives change in the face of ongoing conflict. Your SDI scores are used to find the location of your arrowhead.

Advance Animation #1

Take a look at your printout now and focus on the two areas highlighted on screen.

The top box is the essence of your Conflict Sequence. The center column has a little longer description. As with the MVS, there is quite a bit more, but focus just on this part for now.

After they have had a moment to read, ask for their reactions to the descriptions of their Conflict Sequences.

SLIDE **2.06** (+1 click)

Learner Guide: Page 32

Reliability and Validity

The reliability and validity information presented earlier for the MVS also applies to the Conflict Sequence. However, the face validity of the Conflict Sequence often catches people by surprise. This is, at least in part, due to the fact that it describes their 3rd stage, which is something most people don't often talk about.

ANIMATION CLICK **1**

Platform Feature

Learners can also read their results at CoreStrengths.com.

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SLIDE **2.07** (+1 click)

Learner Guide: Page 33

More on Brackets

Two-color brackets are reported when two scores are within 6 points of each other and the third score is clearly higher or lower than the other two.

When all three scores are between 28 and 39, the arrowhead charts in the small, hexagonal [BRG] Conflict Sequence region of the SDI Triangle. The [BRG] region includes cases where the two highest scores are within 6 points of each other, the two lowest are within 6, but the highest and lowest are separated by more than 6. For example: 29, 33, 38.

ANIMATION CLICK **1**

Your learner guide describes all 13 Conflict Sequences. If your arrowhead is close to a border, this page let's you read the descriptions on the other side. It's also a nice reference for thinking about other people and their Conflict Sequences.

Advance Animation #1

About half of the Conflict Sequences have brackets somewhere. Brackets indicate where the order is not crystal clear. If two scores are close together, we show the associated colors in brackets.

People who have brackets typically talk about trying to blend or alternate between the two colors—or report that there is some tension between the colors. It's almost like there's an inner conflict about how to deal with the conflict.

0:04
2:41
SLIDE **2.08**

STATEMENT:

Your Learner Guide has some tables that describe Stage 1 conflict. Find the page for your Stage 1, read it, and mark the statements that best describe you when you're in Stage 1 Conflict.

Stage 1 Conflict at a Glance

Mark all that apply to your Stage 1 Conflict
(pages 34-37)

SLIDE **2.08**

Learner Guide: Pages 34–37

Learners should mark the statements that best describe them when they are in Stage 1 of their Conflict Sequence.

Timer (4:00)

Encourage learners to talk in small groups if they finish reading before time expires.

Platform Feature

Learners can also access these checklists if they log in at CoreStrengths.com.

Notes

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Results through Relationships

WHEN THERE IS CONFLICT

Video 38

Watch for Eric's MVS and Conflict Sequence.

SLIDE **2.09**

Learner Guide: Page 38

Play the Video (3:33)

Key Points

- Conflict can be costly.
- Conflict can also be managed productively.
- We can choose our strengths even when we are in conflict.
- A Conflict Sequence is a predictable series of changes in motives.
- Stage 2 conflict is when we are less focused on others, which increases the risk to others.
- Stage 3 conflict is infrequent for most people.
- Conflict triggers can help to identify values and priorities.
- Well-managed conflict can improve relationships.

STATEMENT:

Conflict, and especially the Conflict Sequence, can be a lot to think about. And that's why I think an example can be useful.

I've got a video set up for you that will show a good example about how a person, Eric in this case, gets into conflict and goes through the three stages of conflict. Spoiler alert, he gets out of conflict by the end.

0:02
2:48

SLIDE **2.10**

STATEMENT:

What is Eric's MVS and what triggered him into conflict?

Advance Animation #1

Green MVS, Unprepared to run meeting.

Some learners will suggest that the conflict trigger was when Eric's adversary stands up—but the conflict is already in Stage 2 at that point. The initial trigger, having to take charge in the meeting without being prepared, caused Eric to leave his MVS and move to Stage 1 Blue.

Learner Guide: Page 39

Learners should write the following in blanks as the slide animates:

1. Green
2. Unprepared
3. B
4. R
5. G

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Results through Relationships

ANIMATION CLICK **2**

ANIMATION CLICK **3**

ANIMATION CLICK **4**

Advance Animation #2

What is Eric's Conflict Sequence?

Advance Animation #3

*Stage 1 Blue, Stage 2 Red,
Stage 3 Green*

Sometimes people don't notice Stage 1 Blue conflict. Maybe we think the person is just being nice. But inside, Stage 1 Blue can be uncomfortable. We'll talk more about that in our next activity.

Advance Animation #4

How did Eric find his way back to his MVS?

🖊 **Notes**

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Advance Animation #5

He made a clear plan, which helped him feel better about what he was doing.

This short video has a subtle, but important point near the end. We are best able to resolve conflict when the things we do move us back toward our MVS. In Eric's case, as soon as he saw a way to logically make sense of the situation and clarify the plan, he could get himself out of his conflict state and see a path back to times when things would be going well again.

ANIMATION CLICK **5**
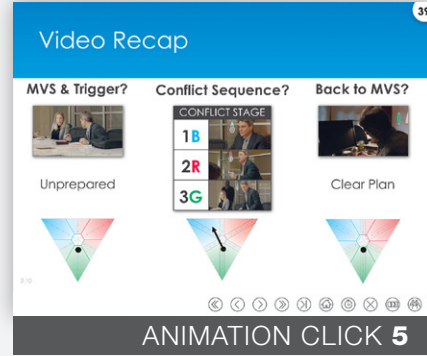
Path Back to MVS

This slide foreshadows the idea of a path back from conflict to the MVS. Later in the course, each learner will be directed to read a short statement that describes their path back.

It is important to emphasize that the reason to understand conflict is to be able to resolve it effectively.

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GROUP TRIANGLE

Show Group View (full arrows)

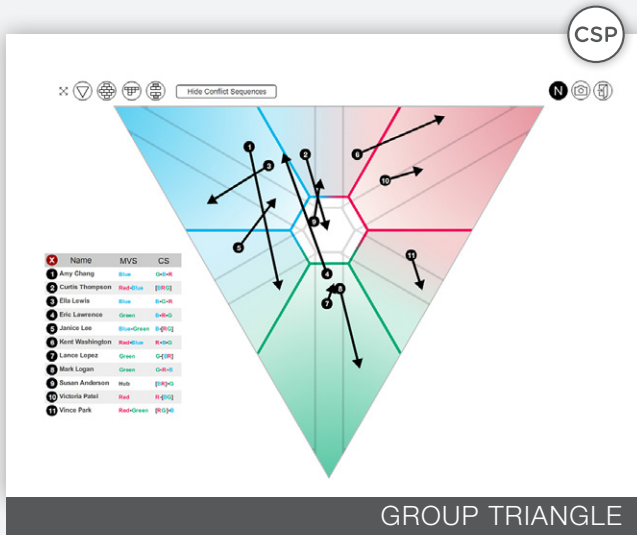Click the "Group Results" button to bring up the group SDI Triangle for the class. Show Conflict Sequences. With larger groups, this graphic can be hard to read. Simply hide all the arrows, then show only a few at a time by clicking on the buttons by people's names.

Groups may want to play with this a bit and see how various sub-groups look on the same triangle.

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QUESTION:

How would you like to see everyone's complete arrows on one SDI Triangle?

STATEMENT:

This will create a picture of the team relationships in two conditions. We can see what the team would look like if we were all in conflict at the same time.

It's also a nice preview of the activity I'm about to guide you through.

0:09
2:59

SLIDE **2.11**

STATEMENT:

We're about to start an activity that will have you move to Stage 1 Conflict Sequences as a group and then back to your MVS groups.

We'll keep the colors in the same points of the room, and the bracketed Stage 1 groups will be between the solid colors. If you have all three letters in brackets, go to the middle of the room.

When you get to your area, you'll be working as a group (or perhaps by yourself if you're the only person with that Stage 1 color). Your task is to answer the questions on the slide. Select a scribe and presenter, and be ready to share your answers in a few minutes.

Grab your SDI report and your Learner Guide and head to your Stage 1 Conflict Group.

You can find your Stage 1 on your SDI report. I'll set the timer so you can manage your time accordingly.

Activity: Assessing Stage 1 Conflict

40

1. What do you **do**? (actions, words, body language, tone, etc.)
2. How do you **feel**?
3. What do you **want** from others?

Stage 1 Color

- What we do. . .
- How we feel. . .
- What we want. . .

2.11

SLIDE **2.11**

Conflict Activity

Learners gather into Stage 1 Conflict Groups, select a scribe and presenter, and discuss the questions in their Learner Guides.

Timer (8:00)

Learner Guide: Pages 40–41

Time Management

Learners will be intrigued by the ideas associated with Conflict Sequence, so group discussions are likely to be lively and robust. If you have limited time for the workshop, be aware that you will need to carefully manage the time devoted to this activity.

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Good to Know...

In Stage 1, learners with relatively short arrows often have the same color for their first stage as their MVS. For example, the architect has a Red MVS and Red Stage 1 conflict. In this activity, and in life, the change to Stage 1 conflict is most easily observed when a color shift occurs.

Flip-Charts for Stage 1 (+20–30 min)

Instead of asking groups to work directly in their Learner Guides, suggest that they create flip-charts of their responses to the prompts on the Stage 1 Conflict Groups slide.

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After groups have completed their tasks, call on each Stage 1 Conflict Group to share their answers.

The following seven pairs of slides will guide the process. Encourage learners to take notes in their Learner Guides while other groups are presenting.

If there is no representative of a particular Stage 1 Conflict Group use the text below the appropriate slide to provide answers for the learners.

FACILITATED DISCUSSION:

Read the Stage 1 Blue description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the BLUE group.

SLIDE **2.12**

📑 **Learner Guide: Page 40**

✏️ **Notes**

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Stage 1 **Blue**

- What we do. . .
- How we feel. . .
- What we want. . .

ACCOMMODATE

2.13

SLIDE **2.13**

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others

Stage 1 Blue Group Debrief

Listen for these types of responses...

What do you do? In Stage 1 Blue, people tend to make efforts to keep harmony and goodwill in the relationship. In order to achieve this, when asked if anything is wrong they may respond with, "No, I'm fine. There's no problem." They often expect others to "just know" what is causing discomfort by interpreting their body language.

How do you feel? People in Stage 1 Blue conflict are motivated by a desire to accommodate the needs of others. They want most to keep harmony and goodwill and may continue to appease the opposition in order to do so.
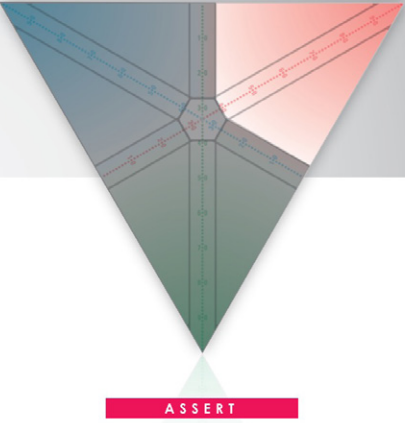
They tend to feel anxious and even agitated but reluctant to take action to identify the specific source of those feelings. They feel a strong sense of discomfort because conflict exists, and they want to explore why they feel as they do before they identify solutions for a potential problem.

What do you want from others? Affirm the relationship, and de-personalize the conflict. Be pleasant and genuine, and invite responses. Be calm and non-confrontational. Allow us to lead the conversation toward the point we really want to make. Listen; ask more than once if needed.
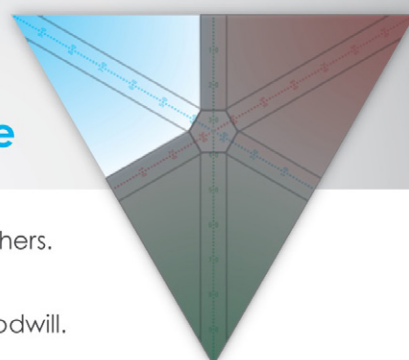
FACILITATED DISCUSSION:

Read the Stage 1 Red description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the RED group.

Stage 1 **Red**

- **Assert** rights and **challenge** conflict directly.

- **Prevail** through competition.

2.14

ASSERT

SLIDE **2.14**

Learner Guide: Page 40

Notes

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Stage 1 **Red**

- What we do. . .
- How we feel. . .
- What we want. . .

ASSERT

2.15

SLIDE **2.15**

Stage 1 Red Group Debrief

Listen for these types of responses...

What do you do? In Stage 1 Red, people tend to come out competing to prevail over the opposition. They are quick to assert their rights and to argue persuasively for them in the moment. They press for an immediate resolution of the conflict.

How do you feel? People in Stage 1 Red conflict are motivated by the desire to rise to the challenge being offered. They tend to meet conflict head-on with strong self-assertion and challenge to the opposition.

In Stage 1 Red, people tend to feel energized and have a sense of certainty about what needs to be done. They feel a sense of urgency about solving the conflict and expect others to reflect that urgency back to them by taking action. If they do not sense that others feel a similar sense of urgency, they may press others for an immediate response.

What do you want from others? Listen and acknowledge our position, then respond directly, openly, and honestly. Take a confident stand, discussing your point of view and raising relevant issues. Be prepared for a robust exchange of views. Be purposeful and direct. Focus on resolving the issue and taking action. Be energetic and passionate, demonstrating an understanding of the issue's importance.

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others?

0:01
3:06

SLIDE **2.16**

FACILITATED DISCUSSION:

Read the Stage 1 Green description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the GREEN group.

40

Stage 1 Green

- **Analyze** the situation carefully and logically.

- **Maintain order** and principles.

2.16

ANALYZE

SLIDE **2.16**

Learner Guide: Page 40

Notes

corestrengths
Results through Relationships

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others?

Stage 1 Green Group Debrief

Listen for these types of responses...

What do you do? In Stage 1 Green, people tend to take time and space to analyze the problem objectively. This may be perceived as pulling away from others or the issue. However, people in Stage 1 Green are quietly and analytically engaged in the issue. They may prefer to be alone for a period of time to reflect on the issue and design a fair solution.

How do you feel? People in Stage 1 Green conflict are motivated by a desire to carefully examine the situation. They want to be prudently cautious, checking and/or conserving resources and collecting information to make logical decisions.

They tend to minimize their feelings, instead focusing on non-emotional issues to clarify the conflict. If they do talk about feelings, they tend to say they feel uncertain or hesitant, or they say they are in need of more information.

What do you want from others? Respect our need for time to think things through. Listen attentively, then repeat or paraphrase key points to prove you are listening. After listening, explain your point of view. Keep calm and unemotional, developing ideas in logical order. Listen to understand, not to respond. Focus on getting things right.

FACILITATED DISCUSSION:

Read the Stage 1 [BR] description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the [BR] group.

Stage 1 [**BR**]

- Press **assertively** to maintain **harmony** and good will, but do not want to sacrifice results for harmony.

2.18

ACCOMMODATE
ASSERT

41

SLIDE **2.18**

Learner Guide: Page 41

Notes

corestrengths
Results through Relationships

Stage 1 [BR]

- What we do. . .
- How we feel. . .
- What we want. . .

ACCOMMODATE
ASSERT

2.19

SLIDE **2.19**

Stage 1 [BR] Group Debrief

Listen for these types of responses...

What do you do? They may attempt to mediate a conversation so that everyone's concerns can be aired. They sense what other people need and will accommodate their needs if possible or take up their cause and seek accommodation of their needs from others. They may act quickly believing that others will benefit by following their advice.

How do you feel? When Red and Blue are blended in the first stage of conflict, people are motivated to quickly and kindly find an acceptable solution. They want others to get along and end the conflict. They want to get a good result as soon as possible but do not want any solution to be implemented in an authoritarian or domineering manner.

They tend to feel alarmed when they are in conflict. To them, restoring the harmony in the relationship or team is a matter of greatest urgency. People in the Red-Blue blend experience an internal tension between the two motives of asserting and accommodating.

What do you want from others? Acknowledge the need for action that maintains the relationship. Show willingness to consider or work with possible solutions. Focus conversation on the big picture and move forward for quick resolution.

STATEMENT:

What do you **do**?

How do you **feel**?
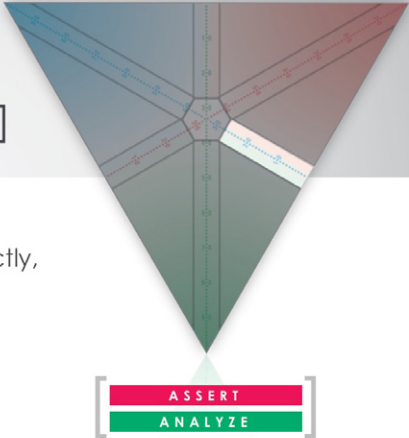
What do you **want** from others?

FACILITATED DISCUSSION:

Read the Stage 1 [RG] description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the [RG] group.

Stage 1 [RG]

- Engage conflict **quickly**, but indirectly, with **thoughtful** strategies.

ASSERT
ANALYZE

2.20

SLIDE **2.20**

📑 **Learner Guide: Page 41**

✏️ **Notes**

Stage 1 [**RG**]

- What we do. . .
- How we feel. . .
- What we want. . .

ASSERT
ANALYZE

SLIDE **2.21**

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others?

Stage 1 [RG] Group Debrief

Listen for these types of responses...

What do you do? They prefer to take adequate time to think about the situation but also to act as quickly as reasonably possible. They engage others with well-crafted arguments that are intended to solidify their position and poke holes in the underlying assumptions of others' positions. They can be direct believing that once the game is defined and the rules are clear, everyone can make their own decisions.

How do you feel? When Red and Green are blended in the first stage of conflict, people are motivated to quickly and fairly find a winning solution. They use their heads to win. They want to find a fair and rational solution, but they do not want rules enforced in ways that obstruct justifiable actions or results.

They tend to feel indignant when they are in conflict. To them, the facts of the matter are obvious and the right course of action is clear and urgent. They are frustrated when other people don't "get it." People in the Red-Green blend experience an internal tension between the two motives of asserting and analyzing.

What do you want from others? Listen and restate to prove your understanding. Acknowledge the need for a quick and logical response. Allow time for reflection, but maintain focus on resolution. Keep conversation rational and unemotional.

0:01
3:15

FACILITATED DISCUSSION:

Read the Stage 1 [BG] description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the [BG] group.

Stage 1 [**BG**]

41

- Maintain peace and **harmony** with **caution** about the personal cost of doing so.

2.22

ACCOMMODATE
ANALYZE

Learner Guide: Page 41

Notes

corestrengths
Results through Relationships

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others?

Stage 1 [BG] Group Debrief

Listen for these types of responses...

What do you do? They prefer to take time to think about the situation, and their thoughts include the feelings and concerns of others. They ask questions about how the conflict started, whether it was warranted, what other people truly want, and what can be learned from the situation. They attempt to uncover the source of the misunderstanding believing that if assumptions or intentions are clarified, understanding will result, and harmony will be restored.

How do you feel? When Blue and Green are blended in the first stage of conflict, people are motivated to maintain peace and harmony and to minimize the personal cost of doing so. They want to find a fair and rational solution, but they do not want rules enforced in ways that would be harmful or unjust.

They tend to feel surprised that they are in conflict. The moment they realize it may sometimes be described as a "deer in the headlights" experience, accompanied by similar body language. People in the Blue-Green blend experience an internal tension between the two motives of accommodating and analyzing.

What do you want from others? Look for a reasonable solution that also maintains harmony. Make genuine inquiry about his or her welfare and how the conflict is affecting him or her. De-personalize the problem, reassuring him or her that the relationship is intact. Allow time for consideration, re-framing issues as learning opportunities.

0:01
3:18

SLIDE **2.24**

FACILITATED DISCUSSION:

Read the Stage 1 [BRG] description from the slide and ask the group if it fits them.

Moderate and expand on presentations from the [BRG] group.

41

Stage 1 [BRG]

- Determine the **most appropriate response** to each situation.

- Choose an **accommodating**, **assertive**, or **analytical** approach.

2.24

ACCOMMODATE
ASSERT
ANALYZE

SLIDE **2.24**

Learner Guide: Page 41

Notes

corestrengths
Results through Relationships

STATEMENT:

What do you **do**?

How do you **feel**?

What do you **want** from others?

Stage 1 [BRG] Group Debrief

Listen for these types of responses...

What do you do? They define the context in which to consider any problem. The context may include a combination of variables, such as the value of the relationship, the importance of the issue, or the environment in which the conflict occurs. Once the context is defined, the appropriate response can be selected.

How do you feel? In conflict, they may experience a range of emotions about conflict, depending on where it occurs and with whom it happens. Unlike others, whose motives are experienced in a predictable sequence during conflict, their motives in conflict all feel about equal. Instead of a predictable response, their behavior may reflect the way that others approach them. In each situation, they decide how to respond depending on the circumstances.

What do you want from others? Ask us to clarify the process and where we are "coming from" on the issue. Be open to our point of view and the potential solutions. Be willing to explore the situation as a unique situation. Respect or mirror the behavior you are witnessing. For example, if we are dealing with the conflict situation in a Blue way, use the recommendations for Blue. Ask open-ended questions that will encourage us to clarify how he or she sees this issue at this time.

0:01
4:31

ABC

BRING THE RIGHT STRENGTHS

Know Your Reasons

3.01

SLIDE **3.01**

ⓘ Section Overview

In this section, you should focus on:

- Clearly connecting the Buoy and Anchor metaphor to Strengths and Reasons (MVS).

- Ensuring that learners understand the three Strengths Portrait pages in their SDI Results.

- Engaging the whole group in the activity.

- Helping learners to view their strengths as things they can choose to bring to any situation, no matter where they are placed on their portraits.

- The power and utility of connecting any strength to a person's MVS to drive sustainable behavior change.

- Ensuring that learners are applying their insights to their situations.

✎ Notes

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STATEMENT:

Welcome learners back from lunch.

Remember our ABC's? This morning we focused on assessing motives under two conditions—when things are going well and when there is conflict.

If we do a good job of assessing motives, it helps us understand what strengths we can bring to our high-stakes situations. And then we need to make it work— to communicate in the right style so we can get great results through relationships.

SLIDE **3.02**

STATEMENT:

Think about what a person does at work like their buoy. Don't we often look at where a person's buoy is—and then talk about where it needs to be so they can be more effective?

So we put a little pressure on the buoy to get it to move to the desired location… and what happens when we stop applying pressure?

The answer from learners is typically that people go right back to doing things the way they were before.

Right. It bounces back. So if we want to create sustainable changes, we have to know where the buoy is and where it needs to be. But we also have to know the person's anchor and how to connect the new behavior to that person's core. When a person has a compelling reason to do something, they keep doing it even when the external pressure is off.

And that's why this section is called Bring the Right Strengths—know your reasons.

Behavior Change

Personality, like the anchor, is stable across time and situations. But behavior is variable. Unlike a buoy, which can only respond to the environment, people have choice about how to act and communicate in different situations.

If we connect what needs to be done at work with what matters to us as people, we tap into intrinsic motives. Then behavior change is more sustainable than if the change feels forced upon us. A change in behavior does not require a change in underlying personality.

The chain between the anchor and buoy is like the reason that connects workplace behavior to core personality. In simplest terms: "You don't have to change who you are in order to change what you do."

Learner Guide: Page 44

Learners should fill in the blanks in their Learner Guides with:

■ shift

■ reasons why

SDI 2.0

The motives and conflict portion of the SDI 2.0 Assessment Results are based on a whole-life perspective. However, the Strengths (and Overdone Strengths) are based a work perspective. The strengths pages in the SDI 2.0 Assessment Results are:

1. Top three strengths with full descriptions.

2. All 28 strengths ranked in a diamond shape with short descriptions.

3. All 28 strengths in the same diamond pattern, but with MVS-specific example reasons based on each learner's MVS result.

The Strengths & Reasons page will be used later in this section.

Timer (4:00)

Give learners time to read the two pages in their SDI Assessment Results and possibly to discuss with a partner or small group.

Platform Feature

Learners can also read their results at CoreStrengths.com.

STATEMENT:

Let's see what your buoy looks like. Take a look at your top three strengths from a work perspective.

Your top three strengths are probably very visible to others. They're above the water line.

But you have access to all 28 strengths. The next page shows how you tend to prioritize them. You'll probably find strengths that you use the most at the top, and those that you use less frequently at the bottom.

TRANSITION:

Let me just show you one more thing about your Strengths Portrait and then give you a couple minutes to read.

0:02
4:38
SLIDE **3.04**

STATEMENT:

Your top 3 strengths are probably the most obvious to others, but the next row, to include your top 6 is also part of the story. These top 6 strengths are the most significant for you. You probably get good results when you use them. You might also feel a conflict trigger if you were to be cut off from using them.

Advance Animation #1

The middle section has the greatest number of strengths. These are more situational; you use them as needed. You could think about them like tools in a toolbox that you take out when you have a specific job to do.

Advance Animation #2

The strengths at the bottom probably don't rise up the surface very often. In fact, you might even actively avoid using some of these bottom strengths.

With all that in mind, take a few minutes to review your results. Feel free to discuss with a partner or small group.

TOP STRENGTHS
- Most significant
- How you get results

MIDDLE STRENGTHS
- Readily available
- Situational strengths

BOTTOM STRENGTHS
- Uncomfortable to use
- Often avoided

Strengths Portrait

Most Likely To Use
Least Likely To Use

sdi 2.0

3.04

SLIDE **3.04** (+2 clicks)

Learner Guide: Page 46

Learners should fill in the blanks in their Learner Guides with:

■ get results

■ Situational

■ avoided

Notes

corestrengths
Results through Relationships

SLIDE **3.05** (+1 click)

ℹ️ Results Action Planner

Focus on Victoria's example. She did not simply write in her top three strengths. She thought about which strengths she uses most in her high-stakes situation.

In other words, she described her buoy in the context of her situation, but she might use a different mix of strengths in other situations.

ANIMATION CLICK **1**

✏️ Notes

_____

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_____

_____

Now please get your Results Action Planner and think about what strengths you currently bring to your situation.

Advance Animation #1

Which three strengths best describe the way you currently work with your stakeholder?

Give learners a moment to write in the three strengths. There is no need to set the timer as this should be a quick task.

TRANSITION:

I wonder… if your stakeholder had to describe your "buoy" what three key words would he or she use?

Do you think you and your stakeholder see your strengths in the same way?

SLIDE **3.06** (+1 click)

STATEMENT:

We don't always see things the same way do we?

And when we see things differently, we tell ourselves stories about what we think we're seeing.

Take this image for example. Could I get three people to tell me a really vivid story about what's happening here—and what led up the moment when this picture was taken? Feel free to make up a juicy story—rich with detail.

Encourage a few learners to tell their stories.

Advance Animation #1

Now what do you see? Does anybody want to change their story?

TRANSITION:

This fun example helps to illustrate something that we will explore in some depth in our next activity. We're going to explore how and why we see our strengths differently.

ⓘ Potential Themes for Stories

There is no "right" answer to this slide. The stories are simply whatever comes to mind for people. Some common themes include:
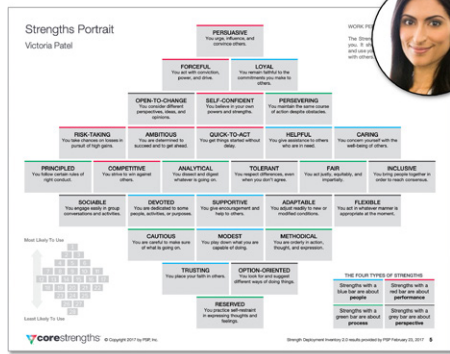
1. Lazy husband who promised to mow the lawn is getting a wake up call from his wife who has simply had enough!

2. A fun-loving prankster is playing a joke on her sleeping friend.

3. This is payback or revenge for an earlier practical joke.

4. Taking the ice-bucket challenge.

5. The guy is suffering from heat stroke and his friend is administering first-aid.

ANIMATION CLICK **1**

Activity: How I See It

47

Strengths Portrait
Victoria Patel

SLIDE **3.07** (+3 clicks)

Activity Overview

The How I See It activity is highly interactive, and a good post-lunch energizer that gets people up and moving around the room. It also tends to be a highlight of the program for most groups because it explains a lot about how people perceive each other and how they work together.

There are three slides to support the activity:

1. The basic structure—using Victoria's top strength of Persuasive as the example.

2. An example conversation between Victoria and Mark.

3. A conversation template that is used to guide the learners' conversations.

You will need some space for this activity.

Learner Guide: Page 47

FACILITATED DISCUSSION:

Look at your Strengths Portrait— the page with all 28 strengths in the diamond pattern.

Advance Animation #1

In a moment, we will work with your results, but first, let's look at Victoria's as an example. Victoria's number 1 strength is "Persuasive."

Advance Animation #2

Describe the area you have designated for the activity. Clearly state, at a minimum, the number 1 (top strength) position and the number 28 (bottom strength) position.

Victoria would stand here, in position 1.
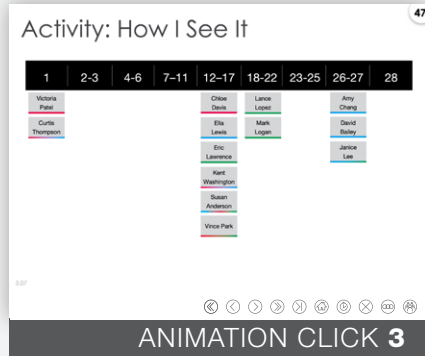
ANIMATION CLICK **1**

ANIMATION CLICK **2**
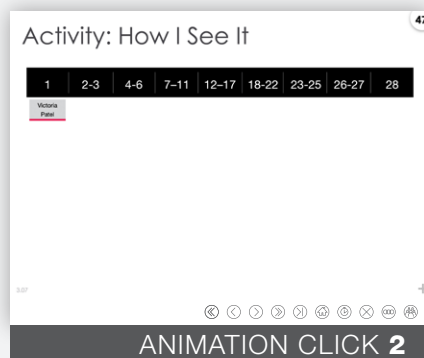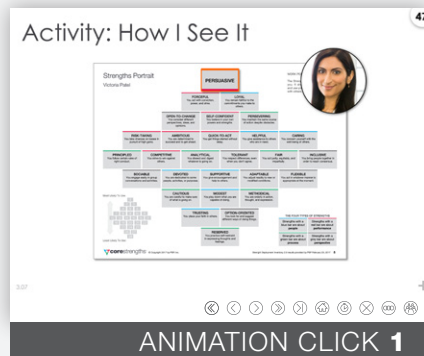
Room Setup

The ideal setup for this activity is with the learners facing the screen so that they mirror the on-screen display of the group results from the presenter. If you clearly anchor the numbers 1 and 28 positions with chairs, easels, or signs, the learners can easily find the other positions by referring to their Strengths Portraits and the screen.

corestrengths
Results through Relationships

Activity: How I See It

ANIMATION CLICK **3**

DEMO Class

The example on the slide matches the DEMO class, which always syncs to the Core Strengths Presenter (CSP).

Process Note

Rather than ask for a volunteer, you may preselect a strength to start on. Based on the group's needs and current work, some strengths may be worth talking about even if no person has the strength in the number 1 position. For example, there could be a need for the group to be more inclusive or more methodical. Talk with the group's manager or other key stakeholder in advance of the workshop to see what type of discussion they believe would most likely improve the team's relationships.

Advance Animation #3

Once we have selected a strength to focus on, each of you need to find that strength on your Strengths Portrait. Then we will line up to see how that strength is distributed in our team.

You can see that Victoria has a Red MVS by the red bar under her name.

0:02
4:46
SLIDE **3.08**

SLIDE **3.08** (+1 click)

STATEMENT:

Where we're standing says something about how we see this strength. Maybe it's really important to some people, but it's something that others tend to avoid.

We'll hear first from the person in position 1.

Read or elaborate on Victoria's example.

Advance Animation #1

Then we'll hear from others. For example, if Mark were participating in this activity, he might say:

Read or elaborate on Mark's example.

And we should have time to do this for several strengths.

Do you remember what Mark actually said to Victoria?

What is opposition or conflict?

Learner Guide: Page 47

Process Note

Rather than ask for a volunteer, and being uncertain how the activity will start, you may wish to open with a strength that you know will generate a wide distribution for the activity. You can review learners' assessments in advance or use the How I See It function in the Core Strengths Presenter to preview the activity.

At the end of each round, ask the person in the highest numbered position what strength they have on the top (number 1). Then re-organize on that person's top strength.

ANIMATION CLICK **1**

corestrengths
Results through Relationships

Discussion: How I See It

| 1 | 2-3 | 4-6 | 7-11 | 12–17 | 18-22 | 23-25 | 26-27 | 28 |

- My MVS is _____
- My top strength is _____
- I get these results when I use it effectively: _____ , _____ , _____
- When others are not _____ enough, I …

- My MVS is _____
- When I work with others who are very _____, I…

3.09

SLIDE **3.09**

Learner Guide: Page 47

The prompts on the slide are reproduced in the Learner Guide. The intent is to be sure learners have easy access to the prompts—especially in cases where you may decide to conduct this activity in a different room, away from the projector and screen.

Essential Point

In these conversations, be sure to emphasize the connection between strengths and motives. When people talk about their top strengths, they usually say something that connects to their MVS. For example a person with a Green MVS may be Flexible (a Hub strength) because it allows them to act on what they know now and remain open to doing things differently when new information is available.

Time for Teams

This activity, probably more than any other in this program, can be condensed or expanded based on time available and learning objectives.

The shortest time versions simply use two or three rounds of the activity to make the point.

Many teams find value in taking enough time for each team member to have a turn at the top position. This promotes a rich understanding of interpersonal perceptions within the team.

STATEMENT:

Get the group lined up for the first strength, then ask the person (or people) in position 1 to start talking by using the template on the slide. They can add information too. The slide is just a prompt to get them started.

Ask people in positions 2 through 6 to respond to the "When I work with…" prompt.

Ask people in the middle three columns to respond to the "When I work with…" prompt.

Ask people in the bottom three columns to respond to the "When I work with…" prompt.

This group conversation is likely to take on a life of it's own.

When you feel there has been enough discussion about the strength, ask the person in the highest numbered position to state their number 1 strength.

Reorganize the group based on that strength and repeat the conversation. Facilitate as many rounds as time and learning needs allow.

SLIDE **3.09**

0:40
5:26

HOW I SEE IT

The CSP will arrange learners' names based on where the selected strength is located on each learner's Strengths Portrait. You can use this display to guide the How I See It activity; it will show where each person should stand.

You can also use it after the activity to focus on specific strengths that a team might want to improve. For example, if a team thinks they could be more effective if they were more methodical, you can display methodical and ask each person how they can contribute to the team's goal.

TEAM PORTRAIT

The CSP will arrange the team strengths, based on which people are selected. If you select only one person, it will show that person's Strengths Portrait.

The Team Portrait can be a bridge to talk about team or organizational culture.

Some facilitators like to lead a conversation about how the team's strengths connect to, and support, the team or organization's purpose, values, and/or goals.
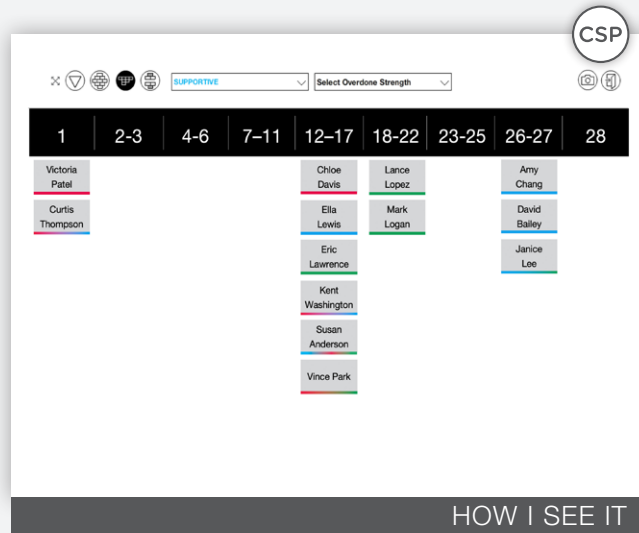
HOW I SEE IT

CSP **How I See It**

You can select any strength and the presenter will arrange learners' names in the shape of the How I See It activity. This can be used to facilitate quick discussions about the distribution of any strength.
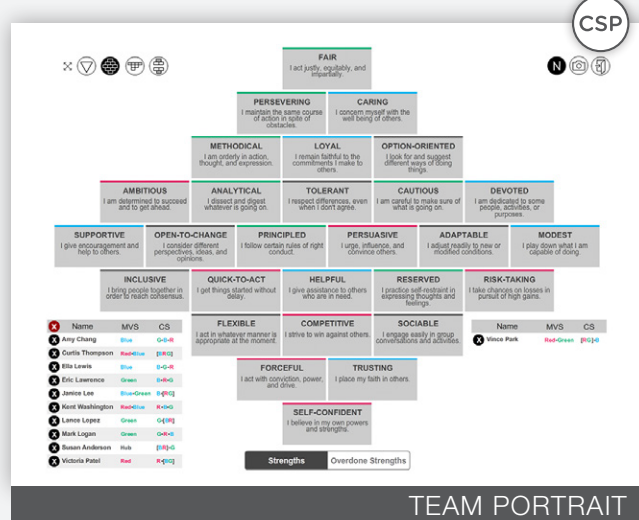
TEAM PORTRAIT

CSP **Team Portrait**

You can show a composite picture of the group strengths. The highest average rated strengths are at the top and lowest rated strengths are at the bottom.

A › B › C

**BRING THE
RIGHT STRENGTHS**

Prevent Overdoing

4.01

SLIDE **4.01**

Section Overview

In this section, you should focus on:

- Establishing the point that strengths, when overdone, can become weaknesses and limit the effectiveness of relationships.

- Ensuring that learners understand the two Overdone Strengths Portrait pages in their SDI Results.

- Engaging the whole group in the activity.

- Identifying specific overdone strengths that may be of concern in working relationships.

- Emphasizing that learners can bring any strength from their portrait to their situations.

- Ensuring that learners are applying their insights to their situations.

Notes

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STATEMENT:

When we bring the right strengths, and they work, we want to bring those strengths again. Unfortunately, we can get over-reliant on a few strengths and end up overdoing them. This section will give you insight about how you may overdo or misapply your strengths and how you can get in your own way at times.

STATEMENT:

What do you do when you're driving and a great song comes on the radio?

Most people say they turn up the volume.

And have you ever got in the car, turned it on and found that the stereo was way too loud? Who did that? Was it you?

Our strengths can be like that. We enjoy what we're doing and we're getting good results in our relationships. So we "keep up the good work" and end up going too far—overdoing our strengths.

The problem, with music and with strengths, is that they can get distorted, stop being enjoyable, and maybe even do damage.

This section is about learning to keep our strengths adjusted at the right volume—so we don't create problems unintentionally.

50

Strengths Can Be Overdone

4.02

SLIDE 4.02

Theory of Overdone Strengths

The concept of Overdone Strengths is a key component of Relationship Awareness Theory. The original author, Elias Porter, credited Erich Fromm with the idea that any strength can be taken to excess and become a weakness.

The idea is that we start off with good intentions and are anticipating a positive result. When the expected result does not occur, we may try a little harder with the same strength believing that a bit more effort will produce the result. This is the beginning of overdoing, and why people tend to justify or explain their overdone strengths by stating their positive intentions.

Notes

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corestrengths
Results through Relationships

SLIDE **4.03**

SDI 2.0 Results

The SDI Assessment Results include two pages about overdone strengths from a work perspective.

1. Top three overdone strengths with full descriptions.

2. All 28 overdone strengths ranked in a diamond shape with short descriptions.

Overdoing—How and When?

While we use the volume knob as a metaphor for overdoing a strength, a fuller understanding can be developed by thinking about four different ways to overdo, which gives four different ways to adjust an overdone strength:

■ Frequency—how often

■ Duration—how long

■ Intensity—how intense (how bright or loud?)

■ Context—when or where

These are presented on page 53 of the Learner Guide, but they are not featured on any slide.

Platform Feature

Learners can also read their results at CoreStrengths.com.

STATEMENT:

Your SDI results also show the strengths that you may overdo and how they look when you overdo them. The page that describes your top three overdone strengths also has some suggestions about how you can prevent overdoing them.

The next page shows all 28 overdone strengths from most like you to overdo at the top to least like you to overdo at the bottom.

The next slide will help you understand this more fully. Then I'll give you a few minutes to read your results.

SLIDE **4.04**

STATEMENT:

Let's take a look at your Overdone Strengths Portrait.

Up at the top… could be a picture of how you get yourself in trouble in your relationships sometimes. You probably have the best of intentions, but your strengths get the better of you sometimes and can even get in the way.

In the middle… that's probably a bunch of stuff that you don't worry too much about, but every now and then one of those overdone strengths shows up for you.

And the bottom… well… you might think "I'd never…" You really want to avoid doing those. But here's the surprise. I bet the things at the bottom can be conflict triggers for you. Look at those overdone strengths on the bottom. How do you react when other people do those things?

I'll set the timer to give you enough time to read your results. Feel free to discuss with your partner as well.

Learner Guide: Page 50

Learners should write the following in blanks to complete their page:

- Well-intended
- Situational
- Triggers conflict

Timer (4:00)

Learners should read their top three overdone strengths results and consider the ranking of all 28 overdone strengths.

Break (15:00)

Notes

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_____

_____

Conflict Triggers

Least Overdone

26. **METHODICAL** (Rigid)

28. **RESERVED** (Distant)

SLIDE **4.05** (+2 clicks)

Conflict Triggers

Most Overdone

2. **METHODICAL** (Rigid)

3. **RESERVED** (Distant)

CONFLICT TRIGGERS **2**

Least Overdone

26. **METHODICAL** (Rigid)

28. **RESERVED** (Distant)

ANIMATION CLICK **1**

Conflict Triggers

Most Overdone

1. **FORCEFUL** (Domineering)

CONFLICT TRIGGERS **1**

Least Overdone

27. **FORCEFUL** (Domineering)

ANIMATION CLICK **2**

STATEMENT:

Here are two of Victoria's conflict triggers. Can you think of anyone who might do that?

Encourage discussion, and refer learners back to the opposition vs. conflict story (page 27 in Learner Guide) if they don't remember.

Advance Animation #1

Right. It's Mark. He can be kind of set in his ways, and sometimes he doesn't speak up about what he's thinking.

How could that post-meeting discussion in front of City Hall been better if Mark and Victoria understood these two conflict triggers?

Advance Animation #2

There is another potential conflict trigger in this relationship. Mark can get triggered into conflict if he perceives Victoria as overly forceful, especially if he judges that forcefulness to be domineering.

Do you suppose Mark is alone in this? Or is it possible that other team members are also triggered by people who are too forceful?

Note that the last question leads to the next slide

STATEMENT:

Victoria and Curtis can both be too forceful. The fact that two people on the team overdo the same strength tells us something about what it might be like to work on that team. But that is not the whole story. We also need to know who can be triggered into conflict by overdone forcefulness.

Advance Animation #1

Besides Mark, there are five other people who have overdone forcefulness near the bottom of their portraits. Victoria and Curtis probably have good intentions. But their forcefulness can come on too strong sometimes, which can trigger conflict in these six people.

A team who sees something like this can talk about the impact of an overdone strength on the team, as well as how each person can manage their strengths and perceptions to prevent conflict.

Maybe Victoria and Curtis choose to use different strengths. Maybe the rest of the team starts to see them in a more positive light when they understand their intent. In a moment, we will work with your results.

Conflict Triggers: Team

FORCEFUL (Domineering)
Being so forceful that we assert our will over others.

1
2 3

Most Overdone:
- Victoria
- Curtis

4.06

SLIDE **4.06** (+1 click)

Conflict Triggers: Team

FORCEFUL (Domineering)
Being so forceful that we assert our will over others.

1
2 3

26 27
28

Most Overdone:
- Victoria
- Curtis

Conflict Triggers:
- Mark
- David
- Ella
- Amy
- Eric
- Vince

ANIMATION CLICK **1**

Discussion Guidance

This slide, and the preceding slide, are stylized representations of the features in the CSP. The purpose of these slides is:

- Reconnect to the opposition vs conflict story, which gives an opportunity to apply what we've learned to the prior experience.
- Preview the function in the CSP so learners will have an idea about what they will be doing in the ensuing discussion.

Class Results

See page 116 for an example.

corestrengths
Results through Relationships

Discussion: Strength Management

56

Our Overdone Strengths

- Which overdone strengths most limit our effectiveness?
- What is the cost to our relationships?
- What productive strengths could we use instead?

Our Triggers

- Which overdone strengths are most likely to trigger conflict?
- What happens after we are triggered?
- What is the positive intent behind these overdone strengths?

4.07

SLIDE **4.07**

ℹ Learner Guide: Pages 53-56

Learners should take notes on page 56, and refer to pages 53-55 for the strengths and overdone strengths text.

(CSP) Discussion Guidance

The previous two slides are the set-up for this discussion. They preview the CSP functions you will use. The basic flow is:

- Explain the concept of conflict triggers, using Mark and Victoria's working relationship as an example. (Slide 4.05)

- Expand the concept of conflict triggers to team relationships, which will show how multiple people could be triggered by the same overdone strength. (Slide 4.06)

- Use the CSP's Strength Management function with the class results. The next page describes the various ways you can display the class results while you use the discussion questions.

STATEMENT:

Before we look into more detail about our own overdone strengths and conflict triggers, take a look at these discussion questions. They are repeated in your Learner Guide so you can refer to them while we look at our results.

As I guide you through the discussion, you should also refer to pages 53 through 55, which show all 28 strengths, how they are perceived if overdone, and the positive intent behind each overdone strength.

(CSP) *STRENGTH MANAGEMENT*

This page explains the CSP functions you can use to facilitate group conversation.

The initial CLASS view shows the four groups of strengths (Blue, Red, Green, and Hub) along with the number that are in the top three and bottom three within the group.

Some of the numbers will probably be bigger than the total number of learners in the class because each person has three strengths at the top and three at the bottom.
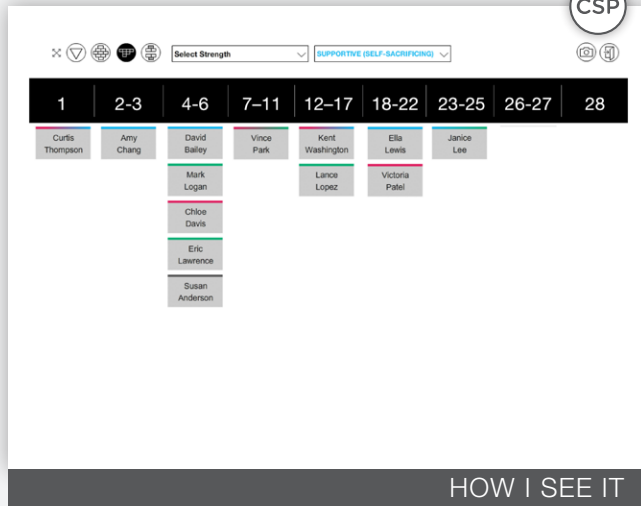
Each of the lists shows seven overdone strengths, along with the number of people who have each overdone strength in the top and bottom sections of their Overdone Strengths Portrait. Clicking on any overdone strength reveals the names of those people.

The Compare function identifies from 0 to 3 potential conflict triggers — strengths that one person is likely to overdo at work, and which the other person has at the bottom of their Overdone Strengths Portrait. You can look at the same relationship from another point of view by pressing the toggle button between the selected names, which is similar to the slide animation featuring Mark and Victoria.

corestrengths
Results through Relationships
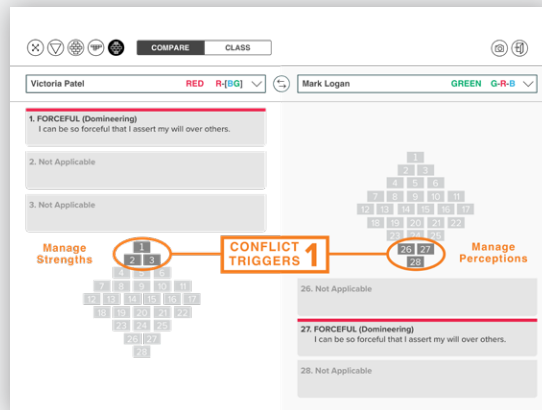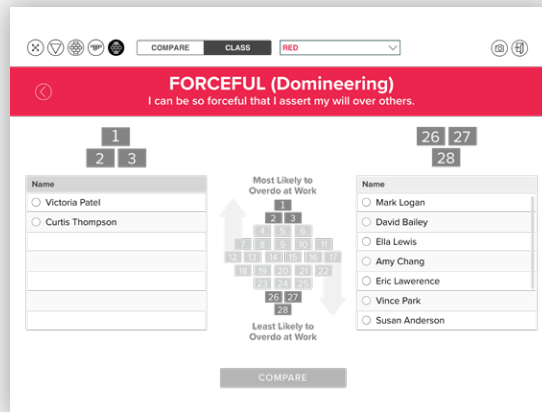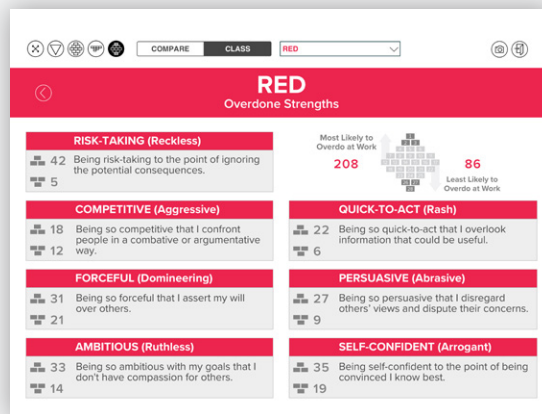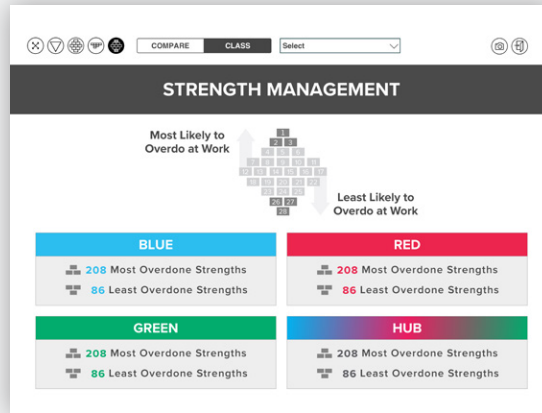
PREVENT OVERDOING

⊕ Further Conversation

HOW I SEE IT

CSP How I See It

You can select any overdone strength and the presenter will arrange learners' names in the shape of the How I See It activity. This can be used to facilitate quick discussions about the distribution of any overdone strength.

TEAM PORTRAIT

CSP Team Portrait

You can show a composite picture of the group overdone strengths. The highest average rated overdone strengths are at the top and lowest rated overdone strengths are at the bottom.
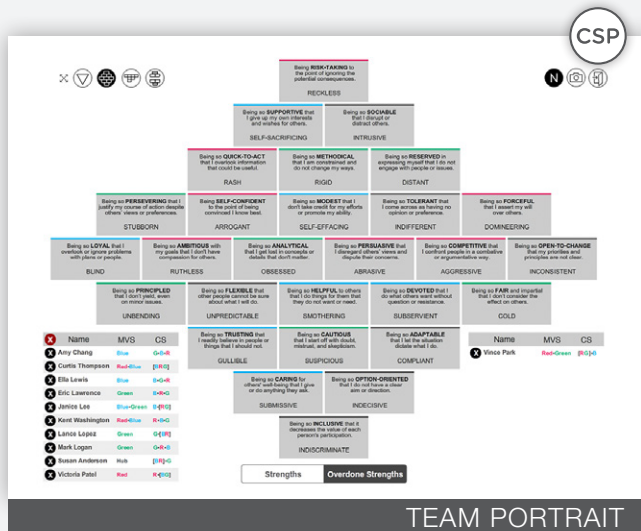
HOW I SEE IT

The CSP will arrange learners' names based on where the selected overdone strength is located on each learner's Overdone Strengths Portrait. If you have extra time, you can facilitate a version of the How I See It activity using overdone strengths instead of strengths.

TEAM PORTRAIT

The CSP will arrange the team overdone strengths based on which people are selected. If you select only one person, it will show that person's Overdone Strengths Portrait. The Team Portrait can also open a conversation about what collective overdone strengths may limit the team's effectiveness.

SLIDE 4.08

STATEMENT:

Think about what's going on and who you're working with. Which strengths are most likely to get the results you want or move you in the right direction?

Think about it like this: You don't grab a hammer and say "What can I pound?" You identify the job you want to do then you choose the tools. If it's pounding a nail, great. Get the hammer. If it's cutting a piece of wood, you might bring a different tool.

So look at your strengths "tool-box." Choose the right strengths, and make sure you know why you will bring them. Your Strengths Portrait has a page of example reasons that connect to your MVS. These should get you started, but you should personalize them and make them fit your situation. Don't just copy the reasons unless they happen to fit perfectly for you.

Strengths and Reasons

When learners identify the right strength—and find a personally meaningful reason to bring it to their situation or relationship—they are more likely to stay with it and be effective.

The Strengths and Reasons page of the Assessment Results lists the example reasons that connect to the each learner's MVS.

Learner Guide: Page 57

Results Action Planner (6:00)

Time to work on the Action Plan. It is OK to encourage partners to discuss their work during this time.

SLIDE **4.09** (+4 clicks)

ⓘ Debrief Guidance

Typically, only a few people will bring all their strengths from the top of their portrait. This is Ok so long as they believe they will be the most effective strengths in the situation.

Most people will find that something from the middle will improve their effectiveness.

Some people will intend to bring a strength from the bottom. In these cases, the learners can feel a little uncertain about their abilities. It is a good idea to suggest that they find someone who uses that strength frequently and ask for advice about how to use it well.

ANIMATION CLICK **1**

STATEMENT:

Let's talk about what strengths we will bring to our situations. Look at the strengths you've written your Results Action Planner.

Advance Animation #1

By show of hands, how many of you will bring only strengths that are in the top-six section of your portrait?

Advance Animation #2

And how many of you will bring strengths from the middle of your portrait?

Advance Animation #3

And from the bottom-six section?

Advance Animation #4

And how will you prevent overdoing these strengths?

Solicit some comments and reactions about the their choices of strengths, and the entire course so far. Consider concluding with the quote from Maya Angelou, which is on page 58 of the Learner Guide.

Maya Angelou said, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

If you overdo your strengths, you could cause conflict.
But when you bring the right strengths to your relationships and situations, you will make people feel great about working with you.

ANIMATION CLICK **2**

ANIMATION CLICK **3**

ANIMATION CLICK **4**

Notes

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